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Wednesday
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Part VI

Department of Education

Technology, Educational Media and Materials for Individuals With Disabilities Program; Notices

DEPARTMENT OF EDUCATION

Technology, Educational Media, and Materials for Individuals With Disabilities Program

AGENCY: Department of Education.

ACTION: Notice of final priorities.

SUMMARY: The Secretary announces final funding priorities for fiscal years 1992 and 1993 for the Technology, Educational Media, and Materials for Individuals with Disabilities Program. This program is administered by the Office of Special Education Programs. The Secretary announces these priorities to ensure effective use of program funds and to direct funds to areas of identified need during fiscal years 1992 and 1993.

EFFECTIVE DATE: These priorities take effect either 45 days after publication in the Federal Register or later if the Congress takes certain adjournments. If you want to know the effective date of these priorities, call or write the Department of Education contact person.

FOR FURTHER INFORMATION CONTACT: Linda Glidewell, U.S. Department of Education, 400 Maryland Avenue, SW. (Switzer Building, room 3095—M/S 2313–2640), Washington, DC 20202. Telephone: (202) 732–1099. Deaf and hearing impaired individuals may call (202) 732–6153 for TDD services.

SUPPLEMENTARY INFORMATION: The purpose of this program is to support projects and centers for advancing the availability, quality, use, and effectiveness of technology, educational media, and materials in the education of children and youth with disabilities and the provision of early intervention services to infants and toddlers with disabilities. In creating part G, Congress expressed the intent that the projects and centers funded under that part should be primarily for the purpose of enhancing research and development advances and efforts being undertaken by the public or private sector, and to provide necessary linkages to make more efficient and effective the flow from research and development to application.

These priorities support AMERICA 2000, the President's strategy for moving the Nation toward the National Education Goals, by improving services for infants, toddlers, children, and youth with disabilities and by so doing helping them to reach the high levels of academic achievement called for by the National Education Goals. Specifically, National Education Goal 1 calls for all children to start school ready to learn, and National Education Goal 3 calls for American students to demonstrate competency in challenging subject matter and to learn to use their minds well.

The publication of these final priorities does not preclude the Secretary from proposing additional priorities, nor does it limit the Secretary to funding only this priority, subject to meeting applicable rulemaking requirements.

Analysis of Comments and Changes

In response to the Secretary's invitation to comment in the Notice of Proposed Priorities, published on January 28, 1992 (57 FR 3260–3264), six respondents commented on the priorities for the Technology, Educational Media, and Materials Program for Individuals with Disabilities. No changes were made based on the comments. Only minor technical and editorial changes have been made. An analysis of the comments to the proposed priorities follows.

Comments on Priorities 1 and 2

Comment: One commenter recommended that both priority 1 "Innovative Applications of Technology to Enhance Experiences in the Arts for Children with Disabilities" and priority 2 "Studying How the Design of Software and Computer-Assisted Media and Materials Can Enhance the Instruction of Preschool Children with Disabilities" could be enhanced by requiring all funded projects to conduct their activities in integrated settings.

Discussion: As written, priorities 1 and 2 do not exclude an applicant from including children with disabilities in integrated settings. The Secretary believes that to require all applicants to conduct activities in integrated settings would be overly prescriptive.

Changes: None.

Comments on Priority 2: Studying How the Design of Software and Computer-Assisted Media and Materials Can Enhance the Instruction of Preschool Children with Disabilities.

Comment: One commenter suggested that for priority 2 one year might be a very short time frame to work on.

Discussion: The priority as written is not limited to a one year time frame. As stated in the notice, applicants may request up to 24 months of funding in their proposals.

Changes: None.

Comment: One commenter stated that it is important to think about what schools already have in place, and that it should not be assumed that people will buy hardware along with the product. The commenter felt that people may want software that matches their existing hardware.

Discussion: The priority as written does not presume that people will buy hardware along with the product. The priority is designed to evaluate existing software for young children with disabilities which presumes the software matches the hardware used by teachers.

Changes: None.

Comment: One commenter recommended that various options should be considered such as SEGA Genesis games that have MAC-like capabilities for $100, and that video game technology may be an option. In addition, the commenter recommended that a market perspective might be very useful for this effort.

Discussion: The Secretary agrees that building on existing capabilities can enhance the impact of priorities designed to develop actual software. Examining existing software and recommending guidelines for potential development may include consideration of such software and hardware as the SEGA Genesis games. As written, the priority requires the involvement of developers and publishers from the beginning of the projects, and the Secretary believes that involvement will ensure a market perspective.

Changes: None.

Comments on Priority 3: Demonstrating and Evaluating the Benefits of Educational Innovations Using Technology

Comment: One commenter recommended that the following three questions be added:

(1) In what ways did the use or application of technology enhance opportunities for interaction between children with disabilities and their nondisabled peers?

(2) In what ways did the use or application of technology result in classroom placement in a regular classroom?

(3) What are the implementation conditions that would result in enhanced integrated placement and learning situations?

Discussion: The three questions suggested by the commenter are encompassed in the questions already stated in the "Project Design" section of the priority. Opportunities for interaction with nondisabled peers and placement in regular classrooms are encompassed in the "other benefits" referred to in the third question in the proposed priority. Implementation

conditions that result in enhanced integrated placement and learning situations are encompassed in the fifth question in the proposed priority, which refers to implementation conditions and outcomes. The questions stated in the priority are intended to provide direction to the projects without being overly restrictive. They are deliberately general and inclusive.

Changes: The questions in the priority have been expanded to clarify that the questions suggested by the commenter are included.

Comment: One commenter urged the Department to require funding one of the four projects under priority 3 to a target group of children with speech and motor challenges. The commenter felt that children with speech and motor challenges constitute a population that is dramatically benefitting from technology intervention, and the funding of projects targeted at those groups would provide empirical data needed by school districts nationwide. Another commenter recommended that every effort be made to ensure that projects that focus on low incidence populations such as visually disabled and motorically impaired are not "shut out" of the competition just because these children are fewer in number in the school population, and the perceived impact is considered to be low.

Discussion: The need for research on the benefits of technology applies to all special education populations. The Secretary does not believe it is appropriate to impose preset quotas or limits for projects targeted at specific types of disabilities. Projects are funded on the basis of evaluation criteria which allow applicants to discuss the importance and impact of their projects in relation to specific types of disabilities. Reviewers score applications based on their response to the evaluation criteria, and it has been the experience of the Department that low incidence populations are not automatically "shut out" of any competition.

Changes: None.

Comment: Four commenters recommended that assistive devices should be included under the rubric of "innovative instructional technology" which they say is the focus of priority 3. If assistive devices or technology is prohibited, three of the four commenters pointed out that a large portion of disabled youngsters (e.g., blind, visually impaired, and motorically impaired) could be excluded from any projects which may be funded.

Discussion: The stated topic of this priority is innovative uses of technology to improve the education and learning potential of children with disabilities. Assistive technology may be included under innovative uses of technology. As written, the priority is broad enough to include study of assistive devices and technology.

Changes: None.

Comment: Two commenters recommended that projects should not be limited to sites where advanced, innovative technology is already in place. The commenters felt that the Department should encourage applicants to develop concepts and strategies which may not as yet be found in the schools, but which could prove to be very beneficial to disabled children.

Discussion: The Technology, Educational Media, and Materials for Individuals with Disabilities Program supports a range of projects, some of which involve the development of new concepts and strategies which are not found in schools. However, the Secretary believes the specific purposes of priority 3 (to demonstrate, evaluate, and document the uses of technology under optimal conditions) will be served in the most cost effective manner if projects are conducted in sites where innovative technology is already sufficiently available and accessible.

Changes: None.

Priorities

The Secretary establishes the following priorities for the Technology, Educational Media, and Materials for Individuals with Disabilities Program, CFDA No. 84.180. In accordance with the Education Department General Administrative Regulations (EDGAR, 34 CFR 75.105(c)(3)), the Secretary gives an absolute preference under this program to applications that respond to one of the following priorities; that is, the Secretary selects for funding only those applications proposing projects that meet one of these priorities.

Priority 1: Innovative Applications of Technology to Enhance Experiences in the Arts for Children with Disabilities (CFDA 84.180D)

Issue

The quality of life is based on more than the acquisition of factual knowledge and the development of vocational skills; it includes experiences that maximize human potential and provide self-fulfillment. One important avenue to this enrichment can be found in the arts. Through artistic expression and appreciation, students gain a broader and deeper understanding of human culture and the significance of their own imagination.

In the past, the creativity and self-expression of individuals with disabilities have often been untapped due to sensory, motor, or cognitive barriers. Alternatively, new technologies offer the potential to enable and enhance artistic experiences, and related learning and development, for children with disabilities. However, these technologies have neither been sufficiently adapted to special needs, nor made readily available, to adequately provide opportunities for artistic enrichment.

For example, specialized input and output devices have become available to enable access to computers by individuals with various disabilities. Such products could be integrated with other hardware, software, and peripheral devices (e.g., braille printers, speech synthesizers, and touch pads) to produce graphic or musical output. Translation of acoustic signals into visual stimuli, or visual images into sound, offer exciting possibilities in the arts for individuals with sensory impairments. Artificial intelligence, robotics, expert systems, multi-media controllers, speech recognition and synthesis, alternative input or output mechanisms, and other emerging technologies present a seemingly limitless palette for creative solutions to previously limiting conditions. Innovative technologies can be developed, modified, or adapted to encourage the creativity, self-expression, and participation in artistic experiences by children with disabilities.

The school, home, and community experiences of children with disabilities would be greatly enriched by improving technologies to support learning and expression through the arts and increasing their accessibility to students, parents, teachers, and related services personnel. Expanding artistic opportunities would contribute to healthy development and learning in childhood, and strengthen the foundation for transition to adult life and experiences.

Purpose

Section 661 of the Individuals with Disabilities Education Act (IDEA) supports projects to advance the availability, quality, and use of technology, media, and materials in the education of children with disabilities. The purpose of this priority is to fund grants for the development, modification, or adaptation of innovative technologies to enhance experiences in the arts for children with disabilities. For this competition, the

arts are defined as synonymous with what are generally called the fine arts, and include but are not limited to the following: Music, painting, drawing, graphics, photography (including film and video), sculpture, dance, and drama.

Activities

Each project must engage in multiple activities to develop, evaluate, refine, and disseminate a prototype application of innovative technology in the arts that addresses particular needs of children with disabilities. The planned activities must also include production of supplemental materials to foster effective implementation by teachers, related services staff, and parents, in school, home, or community settings. The outcome of each project must be a marketable prototype, including supplemental materials, along with active exchange, dissemination, and use of findings from the project.

(1) Specific Objectives

Each project must provide for the development, modification, or adaptation of innovative technology, and address the specific needs of particular groups of children with disabilities to enhance their experiences in the arts. The application of technology must provide a means for expression through the arts, and must also provide an opportunity for learning and appreciation. The project must reflect the judgment and knowledge of specialists in the arts and special education service providers and recipients. Benefits and outcomes in other areas of learning, development, and socialization must also be provided.

(2) Develop Prototype Application and Supplemental Materials

Each project must develop, modify, or adapt innovative technology to enhance the child's direct experience in artistic expression. The technological application must include an implementation package that incorporates guidelines, related materials, and training to support its integration into artistic activities in school, home, or community settings.

(3) Evaluation

Field tests must be designed and conducted to both: (a) Measure and document outcomes and benefits, including solutions to specific needs, with groups of children with particular disabilities, and (b) formatively evaluate the prototype application, guidelines, related materials, and training provided to foster effective use.

(4) Refinement of the Final Product

Results of the evaluations must be utilized to refine the prototype and supplemental materials, in order to produce a marketable prototype with needed guidelines, training approaches, and related materials.

(5) Dissemination

Dissemination must be designed and conducted to publicize the findings from the evaluations; to stimulate interest in the product from teachers, administrators, arts education specialists and associations, and other program providers; to encourage investment from the private sector; and to draw attention to the arts as an important area for the development of the full human potential of children with disabilities.

Time Frame

The Secretary will approve grants with a project period of 24 months subject to the requirements of 34 CFR 75.253(a) for continuation awards. Activities in the first year must include prototype and supplemental material development, and design of field tests and dissemination. Evaluation may begin in the first year, if that is feasible. Activities in the second year must include training and completion of evaluation, product refinement (prototype and materials), and dissemination.

Product

The outcome of each project must be a marketable prototype of an application of innovative technology to enhance experiences in the arts for children with disabilities, along with supplemental materials to support its implementation, and active exchange, dissemination, and use of findings from the project to encourage adoption of the technology.

Priority 2: Studying How The Design of Software and Computer-Assisted Media and Materials Can Enhance The Instruction of Preschool Children With Disabilities (CFDA 84.180F)

Issue

Instructional technology seems a promising tool to enhance the learning processes of young children (ages three through five) with disabilities. Preliminary evidence indicates that the use of software and computer-assisted media and materials based on sound developmental and educational principles has the potential to provide young children with disabilities early opportunities and experiences in thinking and problem solving strategies that are the foundation and building blocks that enable future learning. The use of the phrase "software and computer-assisted media and materials" is used broadly to refer not only to traditional software but also to the use of newer technologies such as videodisc and multimedia. Effectively designed software and computer-assisted media and materials also have potential to aid preschool teachers and related service professionals and to enhance the development and learning of preschool children with disabilities. Yet, while there is a body of research regarding micro-computer-based instruction in schools, little of it has been implemented with preschool children. The recent application of microcomputers with preschool children has not yet produced a body of literature on development and learning gains by preschoolers as a result of technology use.

Instructional technology is most effective when it is both age- and content-appropriate. Finding and selecting appropriate software and computer-assisted media and materials for young children presents a dilemma. Despite advances in our knowledge about how young students with disabilities in early stages of development process information, finding a match between those elements and currently available software and computer-assisted media and materials is problematic. Developmental, cultural, and learning differences among children, readiness to learn new concepts, and the appropriate sequencing of concepts all require consideration in selection of software and computer-assisted media and materials.

Even if teachers did have ready access to age-appropriate material, they still face the problem of how to integrate available software and computer-assisted media and materials into their instruction and interventions. Some computer-assisted media and materials may be difficult to use or have no accompanying materials to serve as a guide. Therefore, potentially effective designs need to maximize the learning capabilities of children, and the instructional goals of teachers by making the technology relevant to their instructional approach, easy to use, and adaptable to individual children's needs.

Purpose

This priority will provide support for up to five projects to study the potential of the design of software and computer-assisted media and materials to enhance the development, learning, and instruction of young (3–5) children with disabilities. Projects must study design

elements of existing software and computer-assisted media and materials that could be adapted to the special developmental, learning, and instructional needs of young children with disabilities, and must document evidence of its effectiveness in meeting these needs.

Activities

Analyze Needs of Children and Preschool or Day Care Professionals

The projects first must identify and conduct a comprehensive analysis of the learner characteristics (sensory, cognitive, and physical) of a disability. The projects then must analyze the developmental, learning, and instructional needs of young children with disabilities and the diversity of instructional approaches used by teachers and related services personnel. Each project must develop, pilot, and implement reliable and valid methods for determining needs and translating them into design specifications. The projects must also analyze the context of the setting in which the technology is to be used and the design features and components that should be present to meet the needs.

Analyze Existing Software and Computer-Assisted Media and Materials

Based on the documented needs and learning characteristics of young children, the instructional approaches of teachers and related service professionals, and the contextual features of the setting, the projects will analyze features of existing software and computer-assisted media and materials that have potential for being adapted to enhance the development, learning, and instruction of young children with disabilities. The projects must develop and test their criteria for assessing the feasibility and utility of the design features of existing software and computer-assisted media and materials. Each project must develop a methodology for identifying existing software design features to analyze their feasibility and potential. Based on these analyses, an initial list of design specifications must be developed and mapped against current designs of software and computer-assisted media and materials.

Evaluate The Design Features of Software and Computer-Assisted Media and Materials

Field tests must be conducted to measure and document the contribution of the design features of the software and computer-assisted media and materials to the development, learning, and instruction of young children with disabilities. In testing various design features, the projects will study how well the software computer-assisted media and materials enhance the development, learning, and instruction of young children of the specified disability group; how the features enhance teacher effectiveness and meaningful instruction; how effectively and smoothly these features can be integrated into existing interventions or instruction; any specific training necessary to foster their effective use; and the potential for such design features to be incorporated into future publisher products. In evaluating the existing software, or computer-assisted media and materials, multiple methodologies must be used to address the evaluation questions.

Guidelines

The projects will develop and field test guidelines for practitioners and guidelines for developers and publishers. Guidelines for practitioners must assist them in selecting software computer-assisted media and materials by specifying design features of software computer-assisted media and materials having the potential to enhance the instruction, development, and learning of young children with disabilities. Identifying design features will provide guidance to practitioners in selecting software computer-assisted media and materials to meet the needs of young children with disabilities. These guidelines must also include project findings regarding the development and learning needs of children with disabilities, the design specifications needed to address these needs, the intervention and instructional needs of teachers, and the enhancements such designs would make. Guidelines for developers and publishers of software and computer-assisted media and materials must specify the design features that align with the needs of young children with disabilities. These guidelines also must provide needed design guidance for future efforts to develop software and other computer-assisted media and materials.

To ensure that the guidelines are consistent with the developmental, learning, and instructional needs of the children with disabilities and with instructional and intervention needs, teachers and related service professionals must be involved throughout the analysis and guideline development process. In addition, persons with publishing and developing experience must be involved from the beginning in identifying instructional design features as well as providing feedback on potential market feasibility of various design configurations.

Collaboration

Projects must collaborate with one another in order to achieve a cumulative advancement in knowledge and practice potentially greater than that achieved by any single project. Projects must budget for two trips each year to Washington, DC, one of them to be at the time of the annual Research Project Directors' meeting in July and the other to be scheduled during the remainder of the year for this purpose.

Products and Dissemination

Projects must develop: (1) A set of guidelines to assist practitioners, and (2) a set of guidelines for developers and publishers of software computer-assisted media and materials. Projects must also collaborate and participate in the development and dissemination of joint findings across projects.

Priority 3: Demonstrating and Evaluating the Benefits of Educational Innovations Using Technology (CFDA 84.180E)

This priority will fund grants that demonstrate and evaluate the benefits from innovative uses of technology in optimally supportive settings to improve the education and expand the learning potentials of children with disabilities.

Issue

Advocates for technological innovation want to challenge preconceptions about the potential functioning of children with disabilities, both in the classroom and in the world beyond. Numerous studies in the research literature, as well as accounts in the popular press, have described the apparent utility of various innovative technologies for the instruction of children, in both special and general education. Some examples include word processing and desk-top publishing, computer-assisted instruction and assessment, hypermedia (i.e., computer control of multiple media), local area networks and networked instructional management systems, telecommunications and distance learning, and various video-based systems (e.g., VCR's, cam-corders, interactive laser-disc or cd-rom).

Simultaneously, other reports have identified and examined an array of organizational, professional, and material factors that promote or impede the optimal use and impact of technological innovations in education.

These factors include, for example: The availability of special training and ongoing technical assistance for staff; administrative support and staff involvement in planning and implementing innovations; availability, accessibility, and suitability of equipment and materials; and congruence between the nature of the innovative application and the curricular and instructional needs of the students.

Related studies have shown that the needs of students with disabilities are sometimes ignored during school or district planning for technology acquisition. Equipment and resources are often unavailable or inadequate to meet the special needs of these students. Typically, special and general education staff have neither collaborated in decision making, nor been offered the particular guidance, training, or technical support necessary to make the most efficient or appropriate use of innovative educational technologies.

These conditions do not provide fair examinations or demonstrations of the potential benefits of new approaches for children with disabilities in the full range of educational settings. Lacking compelling and convincing examples of the potential value of technological enhancements in education, many administrators and teachers are understandably reluctant about adopting these new approaches. There is growing concern that the schools could pull back and lose interest in technological innovations before their full potential can be realized.

Even where successful examples of technology-assisted education have been conducted in particular classrooms, schools, or districts, additional evaluation is necessary to examine and document the features that contribute to effective use of innovative technologies. Refinement and modeling of such innovations are needed to provide compelling and convincing evidence of the benefits to be derived from these technology innovations.

Purpose

The purpose of the projects is to demonstrate, evaluate, and document innovative uses of technology, under optimal conditions, to improve the education of children with disabilities. Each project must concentrate on a specific application of technology, or combination of applications, that special educators and researchers believe can expand the learning accomplishments of children with disabilities. The targeted skills must be clearly defined and the evaluation must document: (1) The relative impact on educational improvement resulting from use of the technology, and (2) the methods and materials required for successful implementation of the innovative approach. Study sites must be schools or school districts where administrators and teachers have committed themselves to improving education through exploration of innovative approaches, and to a planned effort that incorporates staff development, material resources, monitoring, and evaluation. Projects must determine the benefits of technology use, as well as the observed limitations or areas where technological approaches show marginal utility.

Project Design

The grantees must design a full-scale implementation, or expand an existing implementation, of particular instructional applications of innovative technology, incorporating material and human resources that are expected to demonstrably enhance the learning of children with disabilities. Planning and management of the innovation must involve participation by both administrators and teachers. Staff must receive appropriate training and technical support. Materials and equipment must not only be sufficiently available and accessible but, to the degree possible, they must be state-of-the-art so that the impact of the technological innovation can be heightened. Over the course of each project, some of these resources must be varied (or timed)—across groups of participants—to provide comparison measures for various implementation features.

The particular procedures, features, resources, and practices that contribute to effective implementation of specific applications of technology and media must be determined. Projects must address some or all of the following questions:

- What are the skills, competencies, knowledge, behaviors, or concepts that are addressed and affected through this application of technology?
- What is the learning benefit for children with disabilities that is associated with the innovative approach?
- What other benefits can be attributed to use of the innovative approach, e.g., in student motivation, enrichment, self-concept, socialization, integrated placement?
- What is the impact on teachers and classroom management (i.e., do technologies enhance the individualized tailoring of instruction for students with disabilities in integrated settings)?
- Under what implementation conditions (amount of staff preparation, adequacy of resources, etc.) can different positive outcomes for children be anticipated?
- With what types or levels of disability, age, grade, and particular instructional needs, is a particular application most appropriately used?
- What are the particular features of material resources (hardware, software, peripherals, supplies, etc.) that enhance/inhibit the success of the approach?

Methods

The project must conduct qualitative or quantitative evaluations, or both, to establish the benefits, as well as identify the limitations of the technological innovations. The evaluations must be used to refine approaches and document benefits and limitations.

Each project must conduct three distinct stages of operation:

(1) Planning of the implementation, including collaboration among staff; design of evaluation activities; acquisition of necessary equipment; initial training; baseline measures (pre-implementation).

(2) Full-scale implementation (may be in stages); technical assistance; monitoring, documentation, and initial analyses; formative evaluation and refinement of approaches.

(3) Continued implementation; final evaluations and refinements; documentation of visibly compelling demonstrations of the utility and effectiveness of technological innovations in instruction; dissemination of video, materials, implementation guidelines, and reports.

An additional six-month option, to be funded at the Department's discretion, must be included in the proposed project. This option period, if funded, would be used to provide for collaboration, and dissemination activities, including a meeting of the grantees in Washington, DC.

Collaboration

Applicants may form teams, e.g., of researchers and practitioners, to address the requirement that the project be conducted in the context of ongoing instructional programs in school district settings. "Challenge grants" including matching or in-kind contribution of state-of-the-art equipment or materials from, for example, vendor groups or associations are encouraged.

Four grants are planned, each targeting one or more specific applications of innovative technology for instruction of children with disabilities. Projects must cooperate in sharing conceptual frameworks and developing similar understandings of

outcomes. In order to facilitate such cooperation, projects must budget for one group meeting each year. In addition, projects must budget to attend the annual two-day research project directors meeting held in Washington, DC each year. These meetings will allow the projects to develop coherent conceptions of optimal implementations of instructional technology, to be communicated to practitioners, researchers, and decision makers.

Products and Dissemination

These projects must provide in-depth documentation of effective innovative uses of technology for educating children with disabilities. By focusing on particular technology uses, and by providing the human and material resources that would optimize effects, the projects are intended to provide compelling and convincing evidence of the educational value of technology. Documentation must clearly define and scrutinize the benefits of particular approaches and conditions, as well as their limitations. To ensure that the information obtained in this project is shared with practitioners, dissemination plans and products must target administrators and teachers. To make the information directly useful and usable, dissemination materials must present concrete examples, specific procedures, and instructions for adaptation to other settings. To heighten the visibility of specific applications of technology, video-recording must provide additional documentation and supplement the other cogent, concise, and highly usable materials for dissemination. Copies of all dissemination products must be provided to the two centers on technology sponsored by the Office of Special Education Programs (Center to Advance the Use of Technology, Media, and Materials in Specially Designed Instruction for Children with Disabilities and the Center to Advance the Quality of Technology, Media, and Materials for Providing Special Education and Related Services to Children with Disabilities).

(Catalog of Federal Domestic Assistance Number: 84.180, Technology, Educational Media and Materials for Individuals with Disabilities Program)

Program Authority: 20.U.S.C. 1461.

Dated: April 10, 1992.

Lamar Alexander,

Secretary of Education.

[FR Doc. 92-11160 Filed 5-12-92; 8:45 am]

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DEPARTMENT OF EDUCATION

[CFDA No.: 84.180]

Technology, Educational Media and Materials for Individuals With Disabilities Program for Fiscal Year 1992; Inviting Applications for New Awards

Purpose of Program: To support projects and centers for advancing the availability, quality, use, and effectiveness of technology, educational media, and materials in the education of children and youth with disabilities and the provision of early intervention services to infants and toddlers with disabilities.

Eligible Applicants: The eligible applicants are institutions of higher education, State and local educational agencies, public agencies, and private nonprofit or for-profit organizations.

Note: The Department of Education is not bound by any estimates in this notice, except as otherwise provided by statute.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, and 86; and (b) the regulations for this program in 34 CFR part 333.

Applications Available: May 20, 1992.

Priorities: The priority in the notice of final priorities for this program, as published elsewhere in this issue of the **Federal Register**, applies to this competition.

This program supports AMERICA 2000, the President's strategy for moving the nation toward the National Education Goals, by improving our understanding of how to enable children and youth with serious emotional disturbance to reach the high levels of academic achievement called for by the National Educational Goals and by encouraging the creation of communities where learning can happen.

TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS FOR INDIVIDUALS WITH DISABILITIES PROGRAM

[Application Notices for Fiscal Year 1992]

Title & CFDA No.	Deadline for transmittal of applications	Deadline for intergovernmental review	Available funds	Estimated size of award(s)	Estimated number of awards	Project period in months
Innovative applications of technology to enhance experiences in the arts for children with disabilities (CFDA 84.180D).	June 11, 1992	August 11, 1992	$1,000,000	[1] $200,000 per year.	Up to 24.	
Studying how the design of software and computer-assisted media and materials can enhance the instruction of preschool children with disabilities (CFDA 84.180F).	June 11, 1992	August 11, 1992	$1,800,000	[2] $360,000 for 2 yrs.	5	Up to 24
Demonstrating and evaluating the benefits of educational innovations using technology (CFDA 84.180E).	June 11, 1992	August 11, 1992	$3,597,000	[3] $449,625 for 2 yrs.	8	Up to 36

[1] Amount listed is the estimated funding level for the first 12 months of the project. In the second year, projects are likely to be level funded unless there are increases in costs attributable to significant changes in activity level.

[2] Amount listed is the estimated funding level for the entire 24 months of the projects.

[3] Amount listed is the estimated funding level for the first 24 months of the projects. In the third year, projects are likely to be level funded unless there are increases in costs attributable to significant changes in activity level.

For Applications or Information Contact: Linda Glidewell, Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW. (Switzer Building, room 3524), Washington, DC 20202. Telephone: Linda Glidewell (202) 732–1099. Deaf and hearing impaired individuals may call (202) 732–6153.

Program Authority: 20 U.S.C. 1461.

Dated: May 7, 1992.

Robert R. Davila,

Assistant Secretary, Office of Special Education and Rehabilitative Services.

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